

The Falcon School



International Baccalaureate
Middle Years Programme

Standardization of Assessment

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THE IB LEARNER PROFILE

The International Baccalaureate programme aims to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.



I explore ideas and issues that are locally and globally important, to get in-depth knowledge and develop my understanding in many areas.

I develop my natural curiosity and learn the skills I need to inquire. I enjoy learning and love to learn new things.



I think carefully and show initiative. I make good decisions and I'm a problem solver.



I confidently and creatively share my ideas with others in many ways, in more than one language. I listen to and work well with others.



I tell the truth and I'm fair. I respect others, and take responsibility for my actions and their consequences.

I appreciate my own culture and personal history, but I listen to and respect the ideas and thoughts of others. I try to look at things in more than one way.



I show that I care about the needs and feelings of others. I help others and I look after the environment.

I have confidence to be in new situations and try new roles, ideas, and strategies. I stand up for and explain the things I believe in.



I look after my mind and body. I do my best to stay healthy.

I think about my own learning. I know when I've done well, and when I could improve.



STANDARDIZATION OF ASSESSMENT

In the Middle Years Programme (MYP) at Falcon School in Nicosia, Cyprus, the standardization of assessments across subjects is a structured process designed to ensure consistency, fairness, and alignment with the International Baccalaureate (IB) criteria.

CURRICULUM ALIGNMENT AND OBJECTIVE SETTING

Falcon School teachers collaborate during protected planning time, aligning curriculum units with MYP objectives, setting clear learning goals for each subject area. These objectives provide a foundation for what each assessment will measure across various subjects.

DEVELOPMENT OF COMMON ASSESSMENT TASKS

Subject teachers collaborate to create standardized assessment tasks, particularly for interdisciplinary projects and key summative assessments. These tasks are developed to ensure they are challenging, accessible, and aligned with the objectives and assessment criteria established by the IB. Common assessments help ensure that all students across the MYP receive similar learning and evaluation experiences, regardless of individual classes or teachers.

MODERATION AND INTERNAL STANDARDIZATION MEETINGS

Falcon School employs a moderation process where teachers meet regularly to discuss student work, interpret assessment criteria, and calibrate grading standards. These sessions usually involve reviewing samples of student work to ensure that assessment standards are consistently applied. Teachers use these meetings to reach a consensus on the level of achievement, which helps minimize subjective variation across different teachers.

USING THE MYP ASSESSMENT CRITERIA RUBRICS

Teachers use MYP assessment rubrics, which break down levels of achievement from 0 to 8, aligned with specific descriptors. Teachers interpret these rubrics consistently and provide meaningful feedback based on the descriptors. Rubrics help students understand the expectations and areas of improvement.

STUDENT REFLECTION AND SELF-ASSESSMENT

As part of the MYP philosophy, students are encouraged to reflect on their performance and engage in self-assessment. This process promotes student ownership of learning and helps them understand how they are being evaluated. Self-assessment templates and reflection prompts ensure that students receive guidance in how to analyze their own work.

FEEDBACK AND REPORTING

Falcon School maintains consistency in feedback and reporting by using a standardized reporting system aligned with the IB's MYP grading criteria. Teachers provide students and parents with feedback that clearly reflects each student's achievement level, based on the MYP's assessment criteria. This feedback is structured to reflect both subject-specific criteria and holistic learner attributes.

PROFESSIONAL DEVELOPMENT

Teachers at the Falcon School participate in regular professional development sessions focused on the MYP assessment philosophy and best practices. This continuous training helps ensure that teachers remain calibrated in their understanding and application of assessment criteria.

STANDARDIZATION OF PERSONAL PROJECT

The standardization procedures for the MYP Personal Project are currently under review (March 2025).